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ABSTRACT

This teaching guide is part of a series of materials developed, with input from adult learners, to aid adult literacy teachers in incorporating health education into the curriculum. This guide aims to help teachers to provide adult students with information about sexual abuse, its effects, and prevention. The guide provides the goals and objectives of the course; it is organized in 12 sections that cover the following topics: policy development, staff assessment, staff training, lesson preparation, rape and sexual abuse, common myths regarding sexual abuse, feelings felt by a sexual abuse victim, how to help a friend who has been sexually abused, what to do if someone is raped, basic safety information, prevention tips for adults and teens, and child sexual abuse prevention. The guide includes sample lessons, handouts, an answer key and a list of rape crisis centers in New York state. (KC)

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An Empowering Approach.

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Sexual Abuse: Facts for Discussion, Prevention, and Management

TEACHER'S GUIDE

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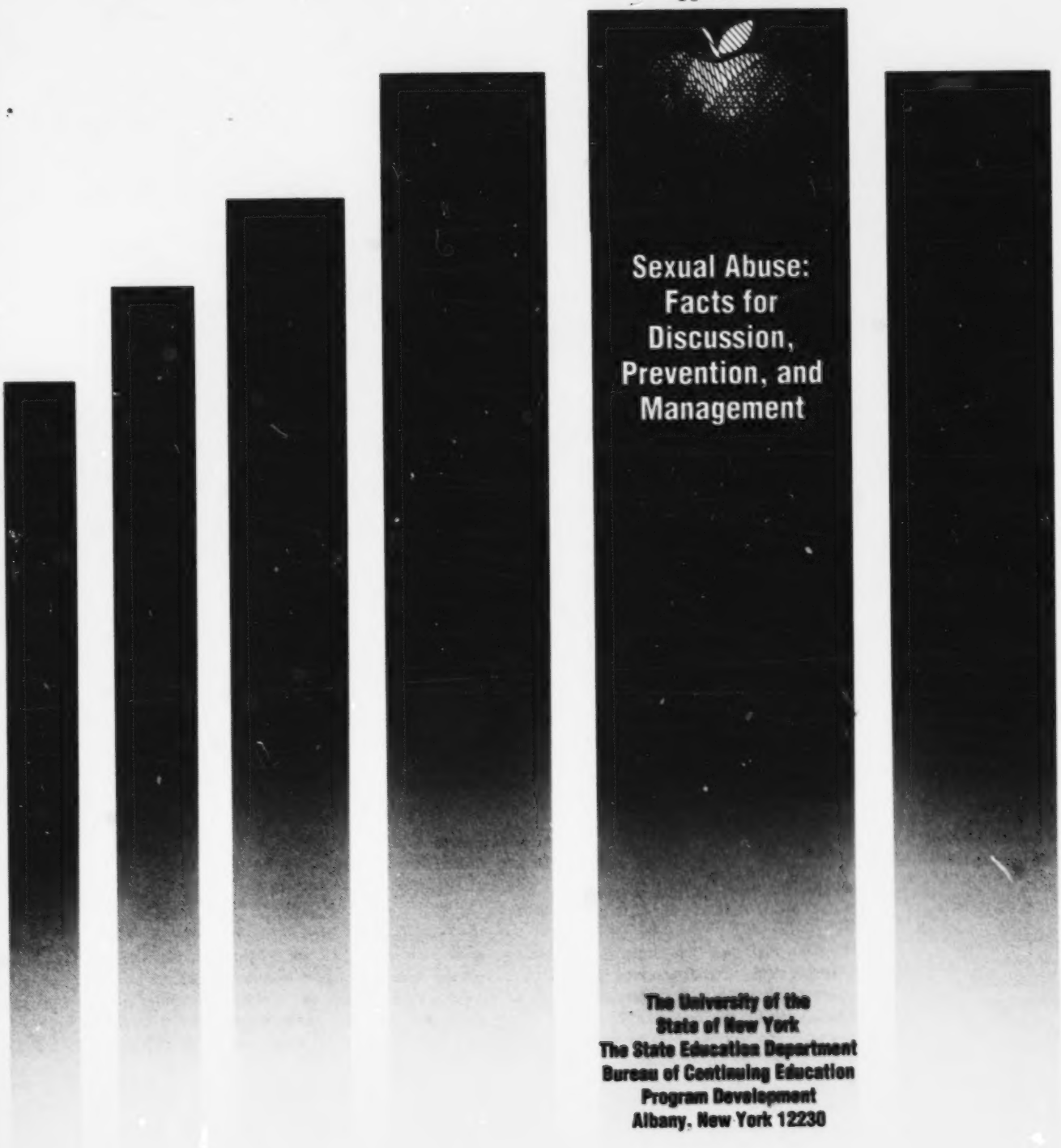

Sexual Abuse: Facts for Discussion, Prevention, and Management

The University of the State of New York
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Albany, New York 12230

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SEXUAL ABUSE: FACTS FOR DISCUSSION, PREVENTION, AND MANAGEMENT

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NOTE

The pronoun "she" was predominantly used throughout this module due to the higher prevalence of sexual abuse among females. It is inaccurate to suggest that males are not victimized by sexual abuse. For convenience, however, "she" is used as inclusive of both sexes.

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INTRODUCTION

Sexual abuse is an unfortunate fact in our society. The most recent statistics are alarming: one out of four girls will be sexually abused by the time she is 18, and one out of six boys will be sexually abused by the time he reaches 18. The more information we have about sexual abuse, the easier it will be to help those affected by this crime. The importance of sexual abuse awareness and education cannot be overstated.

GOALS AND OBJECTIVES

This module is intended to increase adult educators' awareness of sexual abuse/rape to enable them to successfully educate their learners on the subject. Instructors will learn about:

1. The scope of sexual abuse
2. The effects that sexual abuse has on a person's life
3. Signs and symptoms of sexual abuse
4. Prevention methods
5. Child sexual abuse prevention
6. How to talk to children about child sexual abuse.

POLICY DEVELOPMENT

It is extremely important to educate learners on the impact of sexual abuse. This is especially true for adult learners for two reasons: 1) the odds of having a victim of sexual abuse in your class is high; and 2) adult learners may not have encountered this type of education in their previous schooling. Most high schools and colleges have programs in place to cover this information. However, your students may not have reached this level of education.

The more information programs have regarding sexual abuse, the better the program will be able to serve the needs of the learner. It may be appropriate to have two class periods devoted to sexual abuse: one on general awareness, prevention, and resources and one on child sexual abuse.

STAFF ASSESSMENT

Staff assessment should explore feelings the staff has regarding sexual abuse. Staff may feel uncomfortable with the subject. This discomfort may be alleviated by additional training. During the staff assessment, explore what staff believe to be most important to teach learners and what they feel should be left to a professional in the field of sexual abuse. There is a pool of outreach personnel in the field; it can be an excellent resource. You will find a list of Rape Crisis Centers, listed by county, at the end of this guide. They can provide staff with outreach speakers.

It is also possible that teachers are survivors of rape, sexual abuse, or incest. If this is the case, it is important for those teachers to carefully explore their feelings surrounding these issues. A Rape Crisis Center should be able to provide a speaker to anyone who feels too uncomfortable with the material to present it to the students.

STAFF TRAINING

Staff training can serve a number of functions. First, as mentioned earlier, members of the staff may be uncomfortable with this subject. Staff training can familiarize the staff with it, which may increase their comfort level. In addition, individual staff may believe many of the myths present in our society regarding rape and sexual abuse. These myths must be neutralized if an instructor is going to teach a lesson in sexual abuse. Finally, staff training provides an opportunity for staff to ask questions. They may also request assistance from an expert in the field if anxiety about presenting the information or dealing with the reactions of the students still exists.

LESSON PREPARATION

When preparing the lesson, keep in mind the sensitivity of the subject. Be sure not to overwhelm students. It may be easier to present the information by breaking it into several sections. A good way to separate the information is to save all the child sexual abuse information for another class period. The child sexual abuse information can be especially sensitive because many of the learners may care for children or may have been abused as children. You may wish to group the following into one lesson:

- Rape awareness
- Rape prevention
- Feelings felt by sexual abuse victims
- How to help a friend who is a victim.

At the end of the guide, there are several practice situations within the sample lessons. It may be a good idea to save these situations for a full class period in order to provide enough time for discussion. This is a good way to reinforce the information presented. In addition to the situations, there is a fact sheet on rape. This sheet can be used along with the lesson on rape awareness and rape prevention. Local Rape Crisis Centers should have more exercises on rape and sexual abuse if you feel you want more.

It is important for instructors to remember that sexual abuse may be an uncomfortable subject for some learners. One way to sensitize students to the subject is to acknowledge the discomfort this subject may cause and provide students with the option to either leave the class if they feel uncomfortable or not to attend that particular session. Because the sexual abuse statistics are so high, it is extremely possible that some of the students in the class have been touched by this crime.

Discussion or learning activities following the presentation of the material may affect learners very deeply, especially those who may have been victimized. Learners may need to speak with someone following the lessons. Be prepared for this scenario by having the appropriate referral information available to the learners. Please note that the phone numbers and addresses of Rape Crisis Centers in New York State are provided in the Appendix of this module.

WHAT IS RAPE AND SEXUAL ABUSE?

Introduce the subjects of rape and sexual abuse by ensuring that learners know exactly what sexual abuse and rape are. People often have preconceived notions of both rape and sexual abuse. Many individuals have ideas about the crimes which are based on myths. The first step to sexual abuse awareness and education is to make sure everyone is using the same terminology concerning sexual abuse and rape. The following functional definitions were chosen as most appropriate for the purposes of this module. Please note that these definitions may differ somewhat from definitions used by the legal system.

Sexual Abuse refers to unwanted sexual touching and other unwanted sexual behaviors. It can range from touching the genitals to sodomy to being forced to appear nude in photographs.

Sexual Actions are sexual abuse when the victim says no and the assailant continues to force that individual through actual physical coercion or a threat to physically injure the victim or someone else. The assailant does not have to possess a weapon or leave physical injury in order for a crime to have taken place.

Incest is any sexual contact or interaction between a child and a relative or nonrelative living in the child's household and/or in a position of authority over the child.[1] Abuse ranges from physical contact (*e.g.*, intercourse or fondling) to covert behavior (such as exposure to pornography or inappropriate sexual comments.) Incest is used to satisfy the perpetrator's need for power, control, or sexual gratification. Implicit in this definition and child sexual abuse is the recognition that the child is unable to give informed consent due to her immaturity, dependence, or inherent powerlessness.

Rape is forced sexual intercourse. Rape also involves actual physical force or a threat to harm the victim or someone she[2] knows. There is no consent. Again, no weapon needs to be possessed and there does not need to be any physical injury.

COMMON MYTHS REGARDING SEXUAL ABUSE

Many people envision rape only as they hear about it on the news or as depicted in movies. The type of rape portrayed in the media is usually a stranger rape which leaves the victim immobilized. The attacker probably utilized a weapon and probably left physical injury. Actually, most sexual abuse and rape occurs between people who know each other. In fact, 85 percent of all incidents occur between people who know

[1] Pleae note this definition of incest contrasts with the legal definition of incest, which focuses on sexual intercourse between blood relatives.

[2] The pronouns "she" and/or "her" are predominantly used throughout this module due to the higher prevalence of sexual abuse among females. It is inaccurate to suggest that males are not victimized by sexual abuse. For convenience, however, "she" is used as inclusive of both sexes.

each other. It could be a friend, date, family member, school mate, coworker, or neighbor, etc. It is important to reframe the way people think about rape so that they will recognize that forced sexual actions or forced sexual intercourse between people who know each other is a crime and is punishable. Because rape is the most frequently committed violent crime in the United States, you may want to spend extra time emphasizing this point.

Another common myth about sexual abuse/rape is that they are sexually motivated. This is not the case. This can be a confusing concept because sex is part of the crime. Rape and sexual abuse are violent crimes. They are committed to play out anger or to make the attacker feel more powerful. Forcing someone to engage in sexual behaviors is a very humiliating experience for the victim. This in turn makes the attackers feel like they are in complete control and completely powerful.

FEELINGS FELT BY A SEXUAL ABUSE/RAPE VICTIM

Many victims choose not to report sexual abuse/rape to police because of society's tendency to blame the victim for the crime. Victims may choose to not even tell anyone because they fear they will not be believed or understood. Whether a victim presents immediately following a sexual abuse/rape or presents 5,10, or up to 20 years later, she will experience certain feelings. These feelings will vary in intensity among different victims. Some may not experience all the feelings associated with sexual abuse/rape, but the following list includes the most common feelings experienced by sexual abuse/rape victims.

Fear

A victim fears the abuser because he made her feel helpless and possibly afraid for her life. It is also possible that the abuser threatened retaliation. The victim may be specifically afraid of the attacker or may have a more generalized fear as a result of the attack. This is a normal, human reaction. The victim is not "crazy" or "paranoid".

Guilt

A very common reaction to rape/sexual abuse is guilt. Often victims will blame themselves for the abuse. This is particularly common when the victim knows the attacker. Many victims have internalized the myths surrounding rape and believe the rape is their fault, especially if they were drinking or went to the offender's house. It is extremely important to emphasize to the class, several times if necessary, that sexual abuse/rape is not the fault of the victim no matter what the circumstances of the attack. Rape is not punishment for poor judgment.

Vulnerability

A sexual abuse/rape victim will often feel a sense of vulnerability. She may distrust others as well as her own judgement. This is most often the case when the attacker was someone she trusted.

Loss of Control and/or Power

The attack will quite possibly have made the victim feel powerless or out of control. She had to submit to something against her will through the use of force or fear. She had absolutely no control over the attack. This feeling could be generalized to the rest of her life.

Isolation

Often after sexual abuse or rape, the victim feels as if she is the only one to whom this has happened. Sexual abuse/rape is not something that is readily discussed in our society. It is often swept under the rug or covered up. It is natural for a victim of abuse to feel alone.

HOW YOU CAN HELP A FRIEND WHO HAS BEEN RAPED OR SEXUALLY ABUSED

This section will assist you in knowing how to support victims of sexual abuse/rape. It is helpful for people to know what to do in situations when someone discloses a sexual assault or rape. Friends often

feel helpless because they don't know how to act or what to do for the victim.

A common reaction for a support person is to want to take over and make important decisions for the victim regarding the abuse or other aspects of her life. This is not helpful to the victim. Because the victim feels a loss of control over her life, it is important for her to make decisions for herself. In addition, she will have to live with the ramifications of those decisions so it is important that she take control of them. However, there are many ways in which a support person can be helpful to the victim:

Believe her experience without question. Do not blame her. Whatever the circumstances, she was not looking for or asking to get raped. Remember she has been through an extremely punishing experience she wishes desperately had not happened. If she is suffering self-blame (thinking "if only I had done this or that differently, this wouldn't have happened"), reassure her that 1) the blame rests squarely on the rapist; and that 2) she has no way of knowing what would have happened if she had acted differently.

Respect fear. As mentioned earlier, fear is a very natural response to a rape. It doesn't go away when the rapist does. To be helpful in this situation, you could help develop a safety plan for the victim. She could put this plan into action whenever she is fearful. A safety plan is a set of actions that make a person feel safer, such as checking door locks, calling a friend, calling the police, or whatever actions make the individual feel safer.

Accept her strong feelings. Being supportive does not necessarily mean that you have to do something. It is an attitude of acceptance of all feelings, an atmosphere of warmth and safety in which the victim can rest. Tolerate her moods. Be there for the victim.

Listen without making judgments or giving advice. Try to understand what she is going through. Do not criticize actions or feelings. She did the very best she knew how to in a deadly situation. She survived! Give her credit.

WHAT TO DO IF YOU OR SOMEONE YOU KNOW IS RAPED

This section is a meaningful one because the more information individuals have, the more powerful they are. It is important to know what to do if you or somebody you know is raped so that you are better prepared to act if you are faced with this situation. Suggestion two is only functional to rape victims who disclose the incident within 72 hours and want to report to the police. This is because evidence, such as sperm, can only be found on the victim for up to 72 hours later.

1. Go to a safe place and call someone you trust. It is important to get out of immediate danger and to a place of safety.

2. Do not wash, bathe, or douche. This advice is specifically for someone who wants to report to the police. Washing, bathing, or douching could wash away sperm which could be used as evidence.

3. Call the Rape Crisis Center or Police if you choose to. It is vital for individuals to know that they do not have to report to the police if they call the Rape Crisis Center.

4. Go to the hospital as soon as possible for treatment of external injuries, and possible detection or prevention of sexually transmitted diseases and pregnancy through tests and/or special treatments. *Within 72 hours of the rape*, evidence for a legal case can be collected at the hospital for use if you choose to prosecute. Even if an individual is not going to report to the police, it is still important to get medical attention.

This technical information is important for individuals to know. However, the most important information to convey is that the victim gets to a safe place and is aware of Rape Crisis Center services. Each county in New York has a Rape Crisis Center. These Centers are wonderful resources for victims in immediate crisis or those who have been victimized in the past. Most Rape Crisis Centers have 24 hour hotlines. The volunteers on these lines are educated about the legal system, the medical system, as well as crisis intervention and counseling techniques. They offer advocacy for victims and will accompany victims to the hospital and to the police if the victim chooses to report. In addition, Rape Crisis Centers offer continuing counseling for victims of sexual abuse or rape.

BASIC SAFETY INFORMATION

Whether you are outside, in your car, or even in your own house, it is always important to be aware. The following are very basic safety tips that are good to practice. They may also provide you with a feeling of empowerment since you will be in charge of your own safety.

Important Note to Teachers:

As important as it is to teach prevention information, it is equally important to tell learners that if they are sexually abused in the future or were in the past, it is not their fault even if they utilized all of the following prevention pointers.

Outside

- Always walk as though you have a destination. Be aware of who and what is around you. Don't become isolated.
- Walk with a friend whenever possible.
- Avoid poorly lit areas at night. Try to walk a well-lit, familiar route. Know where you can go if you need help.
- Walk facing oncoming traffic. This makes it easier to pay attention to the traffic it also prevents cars from approaching you from behind.
- If you think someone is following you, cross the street and try to make eye contact with the person who is following you, so that you can identify him/her. An offender who does not want to be apprehended will probably be intimidated by this action. If the person is still following you, walk to a well-lit store with plenty of people or to a nearby police station. DO NOT WALK TO YOUR HOUSE.

At Home

- Have keys ready when approaching the door.
- Never leave a spare key in a hiding place outside.
- Use your last name and first initial on mailbox and in the phone book.
- Do not give personal information to a stranger over the phone. Hang up on obscene phone callers.
- Never let a stranger on the phone or at the door know you are home alone.
- Install a peephole in your door.
- Never open the door to the meter reader, cable installers, etc., without identification.
- If someone comes to your home to use the phone for an emergency, make the call for them. Do not let them in to make the phone call.

In the Car

- Always keep your doors locked and windows rolled up.
- Keep your car in good repair and full of gas.
- Never pick up hitchhikers, male or female.
- If you pass a disabled motorist, do not stop. Go to the nearest phone booth and request help.
- Use well-traveled and well-lit streets and highways.
- If your car breaks down, raise the hood, return to your car, and stay inside. If someone stops, slit your window and ask that person to contact police. Turn on emergency flashers.
- Don't park your car in isolated and unlit areas. Be cautious in parking garages. Always check in the back seat before you get in.

PREVENTION TIPS FOR ADULTS AND TEENS

Trust your instincts. If you feel funny about a situation, get out of it. It is better to feel a little embarrassed about leaving than to be in a dangerous situation.

Be assertive. It is important to be assertive and express how you feel at all times. Be direct. Defend your right to your own time, space, and privacy.

Don't isolate yourself with someone with whom you don't feel completely comfortable. Sexual abuse or rape will usually take place in an isolated area.

Yell "NO!" rather than scream. This seems to be more effective when being assaulted because yelling is more commanding and designates that you are in control. Screaming is usually a reaction of fear. In order for yelling to be instinctive it needs to be practiced. Try to practice yelling no in front of a mirror. Eventually, you will find that yelling instead of screaming will become natural. Yelling can startle an offender enough to back off. This type of prevention is especially useful if you know the person.

CHILD SEXUAL ABUSE PREVENTION

This can be a very difficult section for you as teachers to teach and for adult learners to learn, as it may strike a few chords. It is painful to think about your own child being abused, especially if you have been a victim yourself. It is important for both you the teacher and your learners to get in touch with your feelings on this subject. If you feel uncomfortable as a teacher presenting this information, you may wish to contact a local Rape Crisis Center to request that they present the information. If your feelings are not overwhelming, it is fine to tell the class that you are a little uncomfortable with the information. This gives them permission to feel that way as well. You should also inform your learners that they should tell their children if they feel uncomfortable. This also makes the child feel more at ease.

There are several important points to get across when presenting sexual abuse prevention information. To make it easier, this information has been broken into sections.

The Importance of Valuing Your Own Body

Generally, we are not taught to value our own bodies. If children learn from a very early age to value their bodies, they will be proud of them and want to protect them from harm like other items they own (a bike, favorite toy, etc.). In order to do this, you must tell children that their bodies are theirs and they have the right to protect them. Children must also learn what their private parts are and how special their private parts are. A good way to teach children about their private parts is to tell them they are the parts covered by a bathing suit. In addition, you can tell children these parts are covered because they are extra special. Finally, you can tell children that these parts are only shared with very special people when they are older. Unfortunately, many of us learn to be ashamed of our private parts from a young age.

Next, children need to know the difference between a good, bad, and uncomfortable touch along with the feelings that accompany these types of touches. Be sure to tell children that nobody has the right to touch them unless they want to be touched. Here are some suggestions on how to present this information to children:

- Good touch. A good touch makes you feel happy and warm inside like a hug from a friend or holding hands with your mom.
- Bad touch. A bad touch makes you feel mad, angry, or upset like getting punched in the nose or falling off a tree.
- Confusing touch. A confusing touch may make you feel unsure and uncomfortable inside. You may get a funny feeling inside your tummy. You may get this feeling when someone touches you where you don't want to be touched, like on your private parts. Care-givers should allow children to name several touches that would make them feel happy, mad, and uncomfortable to insure that they understand the difference between the touches.

Offenders

It is important that children know that it is not alright for *anyone* (no matter who) to touch them if they don't want to be touched. Offenders could be neighbors, friends, step-parents, parents, aunts, uncles, teachers, etc. Children often learn to protect themselves from strangers, but not from people whom they know. A child is far more likely to be sexually abused by someone they know.

What Children Should Do If They Feel Uncomfortable

- Say "No." Children need to know they have the right to say no when they feel uncomfortable.
- Get away. If possible, children should try to run away from the offender.
- Tell someone. A care-giver should make it clear that their children can talk to them if someone makes them feel uncomfortable.

Practice Safety Information

Just like you would practice other safety information, it is important to practice information on sexual abuse with children. The more care-givers practice this information with their children, the more comfortable they will feel. In addition, the children will be better able to react if faced with this situation.

Encourage family activities like "what if" games that help children feel more sure of their abilities to handle new situations, to trust their instincts, and to act in their own best interests.

What to Tell Your Children

To give you ideas of how to talk to children about sexual abuse, listed are a few samples of what to say to children.

- "Your body is your own - you don't have to let anyone touch you or hurt you."
- "You have my permission to say 'no' or 'don't touch me that way' to anyone—even a close relative or family friend."
- "If you get uncomfortable feelings when someone does something to you or asks you to do something to them, come and tell me."
- "Sometimes nice people - people you know - do mean things. Respecting and obeying adults does not mean you have to do anything they ask. If you think what they are doing or asking is wrong, come and tell me."
- "If anyone, even someone you love, threatens you or tries to bribe you into doing something you feel is not right, come and tell me." (Child molesters will often try to bribe children with their favorite items like candy. They may even threaten to hurt the child's pet in order to get the child to cooperate.)
- "Some secrets— like surprise birthday presents - are fun, but a secret that an adult says only the two of you can know is not right. Come and tell me." (Children love to keep secrets, and frequently child molesters will use this as bait to get the child involved in the abuse, e.g., "This touching is very special and is a very special secret between you and me.")

Signs and Symptoms of Child Sexual Abuse

Children frequently do not tell anyone about being sexually abused. However, care-givers may notice certain changes in their children that may signal sexual abuse.

Physical Changes

- Unexplained bruises or swelling of the genitals of a young boy or girl, or problems with urination.
- Vaginal or rectal bleeding, discharge or symptoms of infection.
- Persistent and unexplained vomiting and other gastro-intestinal symptoms.

Behavioral Changes

- Suddenly or continually protesting when left with someone the child knows, such as a relative, neighbor, or baby sitter.
- School difficulties or inability to concentrate.
- Withdrawing from usual activities.
- Unusual interest in his or her body and genitals, or in the genitals of others.
- Sleep disturbance: nightmares, difficulty falling asleep, fear of the dark, a marked increase in bedwetting.
- Irritability, crankiness, unexplained crying, and/or sudden shifts in temperament.
- A return to a younger, more babyish behavior.
- Marked changes in appetite.

If you are unsure whether a child has been sexually abused or not, call a local Rape Crisis Center. If a child has been sexually abused and would like counseling, the local Rape Crisis Center may be able to provide the child with counseling or make referrals to an appropriate counselor.

A care-giver's reaction to a child who has been sexually abused is very important. A care-giver must properly direct anger and let the child know they are angry at the offender and not the child. A care-giver must tell the child he/she believes the child and will protect him/her from further abuse by the offender.

There is one resource that is particularly helpful. *A Very Touching Book*, by Jan Hindman (Durkee, OR: McClure-Hindman Associates, 1985), is a book written for children. Care-givers can read this book to their children as a way to reinforce information. It is important for parents to read the book first so they can feel comfortable with the information in the book. It may be a good learning tool in your classes as well. The book is written in simple language. Adult learners may be able to practice reading this book in class in order to help their children.

Sample Lesson 1: Basic Safety Rules

Goal: To strategize various approaches to discussing sexual abuse with children.

Outcome Objective: Learners will be able to approach children on the subject of sexual abuse in the context of basic safety.

Instructional Materials and Resources:

- Scenario: Jessie is your six–year–old daughter. You are teaching her how to cross the street and how to call the police for help. You have been wanting to talk to Jessie about sexual abuse prevention, and realize this would be a good opportunity since you are reviewing basic safety rules.
- Blackboard or flipchart; chalk or markers

Activities

Activity 1 Break the class into small groups of four or five. Give learners a few minutes to read the scenario, then allow them to discuss the problem, asking themselves the following questions:

How do you speak to Jessie about this?

What do you tell Jessie?

What are the most important points to get across to Jessie?

How can you practice this information with your own child?

Activity 2 After students are through discussing in small groups, gather the entire class. Ask the learners for their thoughts and feelings about the situation, then ask for prevention strategies. It may be helpful to write these on a blackboard or flipchart.

Sample Lesson 2: Helping a Rape Victim

Goal: To discuss techniques for helping a friend who has been sexually assaulted.

Outcome Objectives: Learners will:

- ➢ understand the feelings felt by an abuse/rape victim,
- ➢ be able to give the proper support to a victim, and
- ➢ know the proper procedure for reporting a sex crime.

Instructional Materials and Resources:

- ◆ Scenario: Your good friend Bernice has dated James several times. Bernice genuinely likes James. Bernice and James went to the movies Saturday night and James invited Bernice back to his apartment for a drink. Both James and Bernice had a drink and relaxed for a while. Later in the evening Bernice wanted to leave. James prevented her from leaving and forced Bernice to have sex. Bernice comes to you very confused and upset. Bernice wants to talk to you.
- ◆ Blackboard or flipchart, chalk or markers

Activities

Activity 1 Break the class into small groups of four or five. Give learners a few minutes to read the scenario, then allow them to discuss the problem, asking themselves the following questions:

What do you do?

How can you help Bernice?

Activity 2 After students are through discussing in small groups, gather the entire class. Ask the learners for their thoughts and feelings about the situation, then ask for prevention strategies. It may be helpful to write these on a blackboard or flipchart. Review the module sections on **Feelings Felt By a Sexual Abuse/Rape Victim, How You Can Help a Friend Who Has Been Raped or Sexually Abused,** and **What to Do if You or Someone You Know is Raped**, and include any missing information in your class discussion.

Sample Lesson 3: Better Safe Than Sorry

Goal: To discuss the importance of remaining outside of potentially dangerous situations.

Outcome Objectives: Learners will:

- be able to distinguish whether or not a situation is safe, and
- learn how to safeguard themselves in potentially dangerous circumstances.

Instructional Materials and Resources:

- Scenario: You are at a friend's house for a party. You came with several friends and are enjoying yourself. There is one person at the party who seems interested in you. He seems nice, but you feel a bit uncomfortable around him because he's a little pushy. You spend some more time together at the party, but it is getting noisy and hard for you to speak. He asks you to go for some coffee.
- Blackboard or flipchart, chalk or markers

Activities

Activity 1 Break the class into small groups of four or five. Give learners a few minutes to read the scenario, then allow them to discuss the problem, asking themselves the following questions:

Could this situation be dangerous?

Why?

If so, how can you make this situation a safe one?

Activity 2 After students are through discussing in small groups, gather the entire class. Ask the learners for their thoughts and feelings about the situation, then ask for prevention strategies. It may be helpful to write these on a blackboard or flipchart.

Sample Lesson 4: An Abusive Babysitter

Goal: To discuss strategies for dealing with an allegedly sexually abusive babysitter.

Outcome Objective: Learners will be able to identify signs, symptoms, and strategies for handling suspected child sexual abuse.

Instructional Materials and Resources:

- Scenario: Maria, a 15-year-old neighbor, has been babysitting your son Phillipe every Friday night for a few months. Lately your son has not been himself. He is not eating well or sleeping well. Phillipe also cries when he is left with Maria. On Saturday morning Phillipe came to you and told you that Maria has been making him take a bath with her.
- Blackboard or flipchart, chalk or markers

Activities

Activity 1 Break the class into small groups of four or five. Give learners a few minutes to read the scenario, then allow them to discuss the problem, asking themselves the following questions:

What can you do about this?

How do you react to Phillipe?

Activity 2 After students are through discussing in small groups, gather the entire class. Ask the learners for their thoughts and feelings about the situation, then ask for prevention strategies. It may be helpful to write these on a blackboard or flipchart.

Sample Lesson 5: Dealing With an Abusive Childhood

Goal: To discuss methods for dealing with memories of incest.

Outcome Objective: Learners will be able to identify steps to take in approaching incest and its after-effects.

Instructional Materials and Resources:

- Scenario: You are now 25-years–old and you have been feeling very depressed lately. It has been a long time since you had a boyfriend and most of your relationships have not lasted very long. It is very hard for you to get close to anyone. For the past few months you have been thinking a lot about your childhood. Your father came home drunk often and would sneak into your bedroom when you were asleep. He would force you to touch him. This went on until you moved out at eighteen. You only speak to your father when you have to now. This is upsetting you a lot lately.
- Blackboard or flipchart, chalk or markers
- Referral information. Instructors should be prepared for severe reactions from students.

Activities

Activity 1 Break the class into small groups of four or five. Give learners a few minutes to read the scenario, then allow them to discuss the problem, asking themselves the following questions:

What can you do to make yourself feel better?

Who can you tell?

Where can you go for help?

Activity 2 After students are through discussing in small groups, gather the entire class. Ask the learners for their thoughts and feelings about the situation, then ask for strategies which an incest victim can utilize. It may be helpful to write these on a blackboard or flipchart.

Sample Lesson 6: Myths and Barriers

Goal: To discuss common myths and barriers which prevent disclosure of sexual abuse/rape.

Outcome Objectives: Learners will be able to:

- ➢ discriminate between fact and fiction about rape,
- ➢ identify barriers to discussing sexual abuse/rape,
- ➢ list ways in which an individual can help a friend who has been raped, and
- ➢ develop a safety plan to decrease the risk of becoming a victim of sexual abuse or rape.

Instructional Materials and Resources:

- ◆ Handout A - *Rape Quiz*
- ◆ Handout B - *Sexual Abuse Fact Worksheet*
- ◆ Handout C - *My Safety Plan*
- ◆ Blackboard or flipchart, chalk or markers

Activities

Activity 1 Ask each member of the class to complete Handout A. Review correct answers with the class and elicit learner input on the possible origins of the myths (e.g., the media), as well as on why myths may act as barriers to discussion. It may be helpful to record these on a blackboard or flipchart.

Activity 2 Using activity 1 as a lead-in, ask learners to complete Handout B. In a large group, discuss each question to the extent necessary. Conclude the activity by asking learners to use Handout C, either in small groups or individually, to devise safety plans for themselves.

HANDOUT A

Rape Quiz

HOW MUCH DO YOU KNOW ABOUT RAPE?	TRUE	FALSE	I DON'T KNOW
1. Rape is forced sex against a person's will.			
2. The crime of rape takes place more than any other violent crime in the United States.			
3. Over 85 percent of all rapes occur between people who have met before.			
4. Most rape victims are between ages 15 and 24.			
5. Most rapists (who get reported to the police) are between ages 15 and 24.			
6. Most rapes happen between people who are alike, people of the same race and/or similar social positions.			
7. Only 20 percent of rapes ever get reported to the police.			
8. Rape takes place during the day.			
9. Rape can take place in the victim's home.			
10. Many rapists do not respect women.			
11. Rape does not take place because someone wants to have sex.			
12. Persons will commit rape because they are angry and need to feel powerful.			
13. All victims of rape say that rape is a violent and dangerous attack that affects them very deeply for the rest of their lives.			

HANDOUT B

Sexual Abuse Fact Worksheet

It is so important to talk about sexual abuse because.....

It is very hard for some people to talk about sexual abuse because.....

It is necessary to talk about sexual abuse because.....

If your friend is a victim of sexual abuse you can help him or her by.....

HANDOUT C

My Safety Plan

Directions: Name three potentially dangerous situations in your life and develop a safety plan for each one of these.

Dangerous Situation #1:

Safety Plan:

Dangerous Situation #2:

Safety Plan:

Dangerous Situation #3:

Safety Plan:

Key to Handout A

1. T
2. T
3. T
4. T
5. T
6. T
7. T
8. T
9. T
10. T
11. T
12. T
13. T

APPENDIX

RAPE CRISIS CENTERS IN NEW YORK STATE

County	*Address*	*Telephone*
Statewide	**NY Coalition Against Sexual Assault** **The Women's Building** **79 Central Avenue** **Albany, NY 12206**	(518) 434-1580 Office
Albany	Albany County Rape Crisis Center Room 1100 112 State Street Albany, NY 12207	(518) 447-7100 Office (518) 445-7547 Hotline
Allegany	Cattaraugus Community Action, Inc. 210 East Elm Street Olean, NY 14760	(716) 373-4027 Office (716) 945-3970 Hotline
Bronx	Kingsbridge Heights Community Center 3101 Kingsbridge Terrace Bronx, NY 10463	(212) 884-0700 Office
Bronx	Crime Victims Assistance Unit Bronx District Attorney's Office 215 East 161st Street New York, NY 10451	(212) 590-2114 Office
Broome	Crime Victims Assistance Center, Inc. P.O. Box 836 Binghamton, NY 13902	(607) 723-3200 Office (607) 722-4256 Hotline
Cattaraugus	Cattaraugus Community Action, Inc. 210 East Elm Street Olean, NY 14760	(716) 373-4027 Office (716) 945-3970 Hotline
Cayuga	Sexual Assault Victim's Advocate Resource P.O. Box 71 Auburn, NY 13021	(315) 253-0657 Office (315) 252-2112 Hotline
Chautauqua	Rape Crisis Counseling Service AMICAE P.O. Box 0023 Fredonia, NY 14063	(716) 672-8423 Office (716) 672-8484 Hotline
Chemung	Neighborhood Justice Project Chemung County 325 Lake Street Elmira, NY 14901	(607) 734-3338 Office/Hotline

Chenango	Crime Victim/Witness Assistance Chenango Catholic Charities 19 Prospect Street Norwich, NY 13815	(607) 334-3532 Office (607) 336-1101 Hotline
Clinton	CEF Crisis/Helpline 34 Brinkerhoff Street Plattsburgh, NY 12901	(518) 561-2330/2331 Office 1-800-DIAL-SOS Hotline
Columbia	Columbia-Greene Rape Crisis Center P.O. Box 1073 Hudson, NY 12534	(518) 828-5556 Office (518) 758-6696 Hotline
Cortland	Aid to Women Victims of Violence YWCA-Cortland 14 Clayton Avenue Cortland, NY 13045	(607) 753-3639 Office (607) 756-6363 Hotline
Delaware	Delaware Opportunities,Inc. 47 Main Street Delhi, NY 13753	(607) 746-2992 Office (607) 746-6278 Hotline
Dutchess	Dutchess County Crime Victim Assistance Program St. Francis Hospital North Road Poughkeepsie, NY 12601	(914) 431-8808 Office (914) 431-8220 Hotline
Erie	Suicide Prevention & Crisis Service, Inc. 2969 Main Street Buffalo, NY 14214-1003	(716) 834-3131 Office/Hotline
Essex	CEF Crisis/Helpline P.O. Box 566 Elizabethtown, NY 12932	(518) 873-6514 Office 1-800-DIAL-SOS Hotline
Franklin	CEF Crisis/Helpline P.O. Box 611 Malone, NY 12953	(518) 483-8211 Office 1-800-DIAL-SOS Hotline
Fulton	Rape Crisis Service of PPHS/Northeastern New York, Inc. 257 Kingsborough Avenue Gloversville, NY 12078	(518) 773-7303 Office 1-800-662-2006 Hotline
Genesee	Rape Crisis Service of Genesee County Masse Mall - Suite 21 Batavia, NY 14020	(716) 344-0541 Office 1-800-527-1757 Hotline

Greene	Columbia-Greene Rape Crisis Center Greene County Office Building Cairo, NY 12413	(518) 622-3450 Office (518) 758-6696 Hotline
Hamilton	Sexual Assault Coordinator Warren-Hamilton Community Action Agency HCR 650 - Route 30 Indian Lake, NY 12842	(518) 648-5911 Office (518) 747-6412 Hotline
Herkimer	Rape Crisis Service (YWCA - Utica) 119 North Prospect Street Herkimer, NY 13350	(315) 866-7638 Office (315) 866-4120 Hotline
Jefferson	Rape Crisis Program Coordinator Jefferson County Women's Center 120 Arcade Street Watertown, NY 13601	(315) 782-1823 Office (315) 782-1855 Hotline
Kings	VSA-BRAVA Bedford-Stuyvesant Center Herkimer Street Brooklyn, NY 11216	(718) 783-3700 Office (212) 577-7777 Hotline
Kings	Jewish Board of Family and Children's Services 1943 Rockaway Parkway Brooklyn, NY 11236	(718) 241-9600 Office
Kings	RC Intervention Program The Long Island College Hospital 340 Henry Street, 6th Floor Brooklyn, NY 11201	(718) 780-1572 ext. 1459 Office (718) 780-1459 Hotline
Kings	BWARE 30 Third Avenue Brooklyn, NY 11217	(718) 330-0310
Lewis	HELP Hotline Lewis County Opportunities P.O. Box 111 New Bremen, NY 13412	(315) 376-8202 Office (315) 376-4357 Hotline
Livingston	Rape Crisis Service of Livingston County (PP Rochester/Genesee Valley) 4241 Lakeville Road Geneseo, NY 14454	(716) 243-0576 Office 1-800-527-1757 Hotline

Madison	Programs and Domiciles, Inc. 134 Vanderbilt Avenue Oneida, NY 13421	(315) 363-0048 Office (315) 366-5000 Hotline
Monroe	Rape Crisis Service (PP Rochester/Genesee Valley) 114 University Avenue Rochester, NY 14605	(716) 546-2777 Office/Hotline
Montgomery	Rape Crisis Center of PPHS/Northeastern New York, Inc. Amsterdam Memorial Hospital Route 30 - North Amsterdam, NY 12010	(518) 843-4367 Office 1-800-446-2346 Hotline
Nassau	Director of Client Services Nassau County Coalition Against Domestic Violence Nassau County Medical Center Building G Box 285 East Meadow, NY 11554	(516) 542-2596 Office (516) 542-0404 Hotline
New York	Rape Intervention Program St. Luke's Roosevelt Hospital 411 West 114th Street, Apt. 5A New York, NY 10025	(212) 523-4728 Office
New York	Rape Crisis Program St. Vincent's Hospital and Medical Center 153 West 11th Street New York, NY 10011	(212) 790-8068 Office
New York	NYC Gay & Lesbian Anti-Violence Project 208 West 13th Street New York, NY 10011	(212) 807-6761 Office (212) 807-0197 Hotline
New York	Victims of Violent Assault Assistance Program Bellevue Hospital Center Room GC-49 27th Street First Avenue New York, NY 10016	(212) 561-3755 Office
New York	RC Intervention Program Mount Sinai Medical Center Department of OB/GYN Klingenstein Pavilion, 2nd Floor One Gustave - Levy Place New York, NY 10029	(212) 241-5461 Office

Niagara	Niagara County Hotline & Crisis Intervention Services 775 Third Street Niagara Falls, NY 14302	(716) 285-9636 Office (716) 285-3518 Hotline
Oneida	Rape Crisis Service YWCA - Utica 100 Cornelia Street Utica, NY 13502	(315) 732-2159 Office (315) 733-0665 Hotline
Onondaga	Rape Crisis Center of Syracuse 423 West Onondaga Street Syracuse, NY 13202	(315) 422-7273 Office/Hotline
Ontario	Rape Crisis Service Planned Parenthood of the Finger Lakes 601 West Washington Street Geneva, NY 14456	(315) 781-1749 (PPFL) (315) 568-8378 (RCS) 1-800-247-7273 Hotline
Orange	Director of Hotline Services Mental Health Association of Orange County, Inc. 223 Main Street Goshen, NY 10924	(914) 294-7411 Office 1-800-832-1200 Hotline
Orleans	Rape Crisis Service of Orleans County (PP Rochester/Genesee Valley) 168 South Main - Suite 4 Albion, NY 14411	(716) 589-5682 Office 1-800-527-1757 Hotline
Oswego	Victim Services Coordinator SAF Rape Crisis Program 101 West Utica Street Oswego, NY 13126	(315) 342-1544 Office (315) 342-1600 Hotline
Otsego	Oneonta Rape Crisis Network c/o Opportunities for Otsego 32 Main Street Oneonta, NY 13820	(607) 432-8937 Office (607) 432-8088 Hotline
Putnam	Putnam-North Westchester Women's Resource Center 2 Mahopac Place Mahopac, NY 10451	(914) 628-9284 Office (914) 628-2166 Hotline
Queens	RC Program Department of Social Services D Building, Room 20 Queens Hospital Center 82-68 164th Street Jamaica, NY 11432	(718) 883-4208 Office

Queens	RC Program (Rockaway) Jamaica Center 89-31 161st Street, 3rd Floor Jamaica, NY 11432	(718) 291-2555 Office (212) 577-7777 Hotline
Rensselaer	Rensselaer County Rape Crisis Samaritan Hospital 2215 Burdett Street Troy, NY 12180	(518) 271-3445 Office (518) 271-3257 Hotline
Saratoga	Saratoga Rape Crisis Services, Inc. 368 Broadway Saratoga Springs, NY 12866	(518) 583-2734 Office (518) 587-2336 Hotline
Schenectady	RC Service of Schenectady Planned Parenthood Health Services of Northeastern New York, Inc. 414 Union Street Schenectady, NY 12305	(518) 374-5353/5236 Office (518) 346-2266 Hotline
Schoharie	Rape Crisis Service of PPHS of Northeastern New York, Inc. 23 Main Street Cobleskill, NY 12043	(518) 234-4844 Office (518) 234-4949 Hotline
Schuyler	NJP of the Southern Tier P.O. Box 366 111 9th Street Watkins Glen, NY 14891	(607) 535-4757 Office/Hotline
Seneca	Rape Crisis Services Planned Parenthood of the Finger Lakes 601 West Washington Street Geneva, NY 14456	(315) 781-1749 Office 1-800-247-7373 Hotline
Steuben	Neighborhood Justice Project of the Southern Tier Steuben County 147 East Second Street Corning, NY 14830	(607) 936-8807 Office/Hotline
St. Lawrence	Citizens Against Violent Acts P.O. Box 174 Canton, NY 13617	(315) 386-3777 Office (315) 265-2422 Hotline
Sullivan	R.I.S.E. Planned Parenthood of Orange/ Sullivan, Inc. 10 Prince Street Monticello, NY 12701	(914) 794-3704 Office 1-800-832-1200 Hotline

Tioga	Victim/Witness Assistance Center 77 North Avenue Owego, NY 13827	(607) 687-6866 Office/Hotline
Tompkins	Ithaca Rape Crisis Group Box 713 Ithaca, NY 14851	(607) 273-5589 Office (607) 277-5000 Hotline
Tompkins	Child Sexual Abuse Prevention Project P.O. Box 164 Ithaca, NY 14851	(607) 277-3203 Office
Ulster	Ulster County CVAP P.O. Box 1800 Kingston, NY 12401	(914) 331-9300 ext. 443 Office
Warren	Rape Crisis Service of PPHSNNY 135 Warren Street Glens Falls, NY 12801	(518) 792-0994 Office
Washington	Washington County Rape Crisis Mary McClellan Hospital 1 Myrtle Avenue Cambridge, NY 12816	(518) 677-3019 Office (518) 747-6412 Hotline
Wayne	Victim Resource Center of Wayne County,Inc. 165 East Union Street Newark, NY 14513	(315) 331-1171 Office 1-800-527-1757 Hotline

Courtesy of NY Coalition Against Sexual Assault

New York State Education Department
Albany, New York 12230

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